

Children's Progress Academic Assessment™ (CPAA™): Overview of Key Reports

This document summarizes the types of web-based reports that are provided for educators and administrators at the **student**, **classroom**, **school**, and **administrator** level, as well as reports available for **parents**.




Student Reports

Individual Student Reports indicate each student's areas of strength and weakness at the concept level. Teachers can even choose to drill down to view performance in any sub-concept area with a full question-by-question analysis outlining which items the student was able to answer independently, with a hint, or not at all. Targeted instructional activities are recommended at the sub-concept level, generated automatically based on performance to help each student with his or her particular misunderstanding or to provide an additional challenge for a child who is performing exceptionally well. Progress tracking is made easy with a graphical interface that allows teachers to immediately see how a student's performance has changed in any concept over the course of the school year or from one year to the next.

In order to help teachers move toward meeting Common Core Learning Standards, detailed student reports allow them to drill down to see exactly what each student was able to do, what the state standards say he or she *should* be able to do and what suggested instructional activity can help him or her work on mastering or further developing applicable skills. Each suggested activity within the interface can be accessed immediately.

Language Arts - Student's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	Score	Class Avg.
Phonemic Awareness		At Expectation	3	2.6
Reading		At Expectation	3	2.5
Writing		Above Expectation	4	2.9

Mathematics - Student's Concept Scores

Score scales 1 to 4





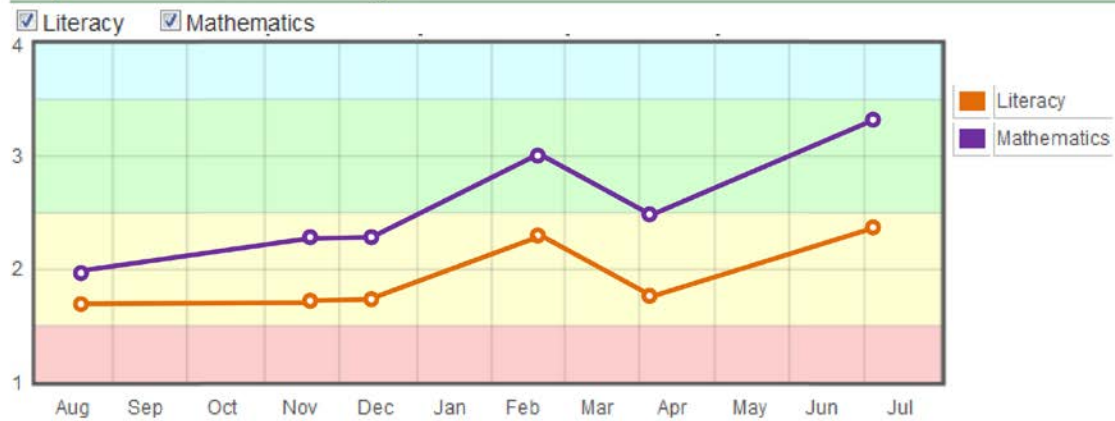
Concept	Graph	Level	Score	Class Avg.
Measurement		Approaching Expectation	2	2.3
Numeracy		Approaching Expectation	2	2.4
Operations		At Expectation	3	2.7
Patterns and Functions		At Expectation	3	2.1

Figure 1: Student Report Card Detail. This report displays an overview of an individual student's performance on an assessment, including concept-specific scores and class averages. A teacher or administrator can click on any concept for additional detail.

▼ Short Passage		
Samantha Jones was able to:	End of Year Objective:	Recommended Activities:
Samantha made an inference from each of two brief narrative stories on her own.	Samantha should ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (Common Core Standards for Gr2 - Reading - Informational Text - 1)	What Could It Be?
✓ How high in the sky do you think Rebecca's plane was flying?		
✓ Which of the following does the story suggest?		
✗ Why did Brian's dad laugh when Brian asked for the train from their vacation?		

Figure 2: Student Full (Narrative) Report – Concept Detail. This close-up of an individual concept within the student narrative report highlights how a student performed compared to a specific standard. The first column specifies the student's performance, the second lists the applicable standard and the third contains a link to a relevant recommended activity. Below those three columns is a breakdown of questions the student saw and whether he or she responded correctly, correctly with scaffolding, or incorrectly even after scaffolding was provided.

Subject scores for the selected year



Concept scores for the selected year



Figure 3: Student Progress Report Detail. Teachers can choose to view data for the current year or over the years. Moreover, they can drill down to view progress within any early literacy or mathematics concept.

View:
☒ Literacy
☐ Mathematics

Literacy - Recommended Activities

Phonics/Writing
Phonemic Awareness
Reading

Short Passage

Challenging 3, 2, 1 (18)

Decodable Words

Challenging Crosswords (24)

Sentence Reading

Instructional Charades (16)

3, 2, 1

Short Passage Challenging Activity: Before reading a story or text, ask students what they already know about the topic. Write this information in one column under "Connections." Tell students to listen to the passage to make any "Corrections" to their knowledge, which you will write in a second column. Explain to students that, after reading, you will ask them questions for "Collections" of additional information. Prepare questions to extend knowledge that students can build into a spoken or written paragraph as appropriate to their learning. This process helps readers make connections to the text, remember and isolate details, and question the text-all necessary skills for good comprehension.

Recommended Participants

Annabel Jung
Shelley Gill
Clementine Kane
Salvador Ingram
Paola Mercado

Figure 4: Student Activities Detail. A full list of literacy and mathematics activities is recommended for each student, based on his or her assessment performance. Clicking on any activity in the left column opens up a description of the activity and the full recommended list of participants.

Parent Reports

CPAA Parent reports are available in both English and Spanish. Teachers access these reports within their web-based interface. They can print and/or save the reports for distribution to parents. These reports are great to share during parent-teacher conferences or to send home throughout the school year. In addition to strengthening the communication link between the school and home, the reports act as an objective resource attesting to students' performance.

Each parent report contains three main sections:

- The **introduction** explains what the CPAA is and the concepts that are included in the assessment, informing parents of the significance of these concepts to their child's academic progress.
- The second section details **how the student performed on the assessment**, describing where he or she answered correctly, needed a hint, or responded incorrectly.
- For each skill covered in the assessment, **home-appropriate activities** are provided to proactively guide the student's development outside the classroom.

Pick and Figure Out

When working with your child on weight/height comparison, it is important that your child develops an understanding for the terms commonly used (smaller, bigger, heavier, lighter, taller, shorter, etc.).

1. Find objects from around your house, some lighter, some heavier; some taller, some shorter.
2. Put these objects into a bag, or a container.
3. Tell your child to pick out two items from the bag, and to figure out which object is heavier/lighter or taller/shorter. Ask your child how s/he knows.
4. Put the objects back and play again, taking turns.

Enrichment:

Rather than having your child pick only two items at a time, have your child pick three or four. Have your child choose the heaviest/lightest or tallest/shortest, or put them in order based on weight/height.

Guess How Many

When working on quantity identification, it is important that your child develops an association between numbers and how they are represented by objects.

1. With your child, collect objects of the same size (e.g., grapes, coins, marbles or rocks).
2. Put the objects into a bag or container.
3. To start, one player picks a handful (or two) and puts them down.
4. Player 2 will figure out how many pieces the other player took out.
5. Repeat steps 3-4, alternating roles. While playing this game, keep track of what methods and how quickly your child determines the quantity of items.





Enrichment:

Use objects of varying sizes (for example, instead of just pennies, use pennies, dimes, and quarters).

Figure 5: Parent Report Detail – Measurement Home Activities. All activities included in the parent reports are tailored for the home setting to provide opportunities for teachable moments. Activities are provided for each concept, along with ideas for enrichment

Classroom Reports

Classroom Reports are another valuable tool available to teachers. These reports indicate areas of strength and weakness at the concept level for the whole class and allow teachers to sort their roster according to performance in any literacy or mathematics concept. Progress tracking and recommended activities can also be viewed at the classroom level in order to help teachers get a better sense of how the class has advanced since the beginning of the year (or from one year to the next) as well as which activities would be most relevant for whole group or small group instruction. Moreover, classroom reports allow teachers to see how their own classroom's performance compares to school-wide averages.

Mathematics - Class's Concept Scores				Score scales 1 to 4	
Concept	Graph	Level	Class Avg.	School Avg.	
Measurement		At Expectation	2.6	2.7	
Numeracy		Approaching Expectation	2.3	2.5	
Operations		At Expectation	2.6	2.7	
Patterns and Functions		Approaching Expectation	2.2	2.4	




Language Arts - Class's Concept Scores				Score scales 1 to 4	
Concept	Graph	Level	Class Avg.	School Avg.	
Phonemic Awareness		At Expectation	2.5	2.5	
Reading		At Expectation	3.2	3.2	
Writing		At Expectation	2.7	2.8	

Figure 6: Class Summary Report Detail. This snapshot report allows teachers to immediately see areas of strength and weakness for their entire class, as well as how the class is doing compared to school averages.

Mathematics - Concept Scores Per Student				Score scales 1 to 4
Students	Measurement	Numeracy	Operations	Patterns and Functions
Bennick, Rosario	2	1	3	3
Strejcek, Shalanda	2	1	1	1
Abati, Trinity	3	1	2	2
Dahlberg, Buffy	2	2	4	2
Debraga, Lizeth	2	2	3	3
Greenleaf, Fred	2	2	3	3
Locsin, Ulysses	2	2	3	1
Trumbull, Gavin	2	2	2	3
Zike, Hilma	2	2	2	1
Schranz, Damian	3	2	4	1
Wesner, Sherell	3	2	3	3
Axon, Yoshiko	2	3	3	2
Copeland, Velma	2	3	3	2
Enix, Jed	2	3	3	1
Brown, Samantha	3	3	3	2
Storto, Frederic	3	3	3	2
Niwa, Genia	2	4	1	3
Schellhase, Leda	2	4	3	2
Bernacchi, Oliver	3	4	3	2

Figure 7.1: Class Roll (Roster) Detail – Sorted by Student Performance in Numeracy. The class roster can be sorted according to performance in any mathematics or early literacy concept with one click. This feature is especially useful for making objective grouping decisions and facilitating differentiated instruction.

Language Arts - Concept Scores Per Student			Score scales 1 to 4
Students	Phonemic Awareness	Reading	Writing
Richmond, Jeremy	2	4	4
Allen, Earnest	2	4	4
Palomo, Stephanie	3	3	4
Chambers, Wilma	3	3	4
Hauck, Kathy	2	3	4
Rogen, Amanda	3	4	3
Holbrook, Claire	3	4	3
Stevenson, Janice	2	4	3
Bolton, Vickie	4	3	3
Mortensen, Bruce	2	3	3
Newton, Jonathan	3	4	2
Lawton, Juan	2	4	2
Walker, Rodney	3	3	2
Taylor, Bernice	3	3	2
Mobley, Evan	2	3	2
Benitez, Sandra	3	2	2
Holly, Craig	2	2	2
Haffner, Bobby	2	2	2
Sansone, Tony	2	4	1
Carter, Lisa	2	2	1

Figure 7.2: Class Roll (Roster) – Sorted by Student Performance in Writing.

Language Arts - Class's Concept Scores over Multiple Assessments

Assessment	Graph	Level	Class Avg.	School Avg.
Phonemic Awareness				
🍁 Fall Gr2	<div><div></div></div>	Approaching Expectation	1.7	2.6
❄️ Winter Gr2	<div><div></div></div>	At Expectation	2.7	2.2
Reading				
⚠️ 🍁 Fall Gr2	<div><div></div></div>	Below Expectation	1	2.2
❄️ Winter Gr2	<div><div></div></div>	At Expectation	2.9	2.6
Writing				
🍁 Fall Gr2	<div><div></div></div>	Approaching Expectation	1.6	2.9
❄️ Winter Gr2	<div><div></div></div>	At Expectation	3.1	2.8

Figure 8.1: Class Progress – Literacy. Colorful progress bars provide a snapshot of changes in performance from one assessment to the next. In this example, student scores are improving from the fall to the winter.

Mathematics - Class's Concept Scores over Multiple Assessments

Assessment	Graph	Level	Class Avg.	School Avg.
Measurement				
🍁 Fall Gr2	<div><div></div></div>	Approaching Expectation	2	2.3
❄️ Winter Gr2	<div><div></div></div>	At Expectation	2.9	2.4
Numeracy				
🍁 Fall Gr2	<div><div></div></div>	Approaching Expectation	1.9	2.4
❄️ Winter Gr2	<div><div></div></div>	Approaching Expectation	2.4	2.6
Operations				
⚠️ 🍁 Fall Gr2	<div><div></div></div>	Below Expectation	1.4	2.8
❄️ Winter Gr2	<div><div></div></div>	Approaching Expectation	2.4	2.6
Patterns and Functions				
🍁 Fall Gr2	<div><div></div></div>	Approaching Expectation	1.9	2.6
❄️ Winter Gr2	<div><div></div></div>	Approaching Expectation	2.3	2.4

Figure 8.2: Class Progress – Mathematics.

Mathematics > Numeracy > Number Bundles

Number Bundles

Place Value Supportive Activity: It is important for students to understand the concrete representation of abstract numbers in place value. For this demonstration teachers will need a number of straws, cut in half, and rubber bands. Individual straws will count as ones and 10 straws banded together will count as tens. Using the straws the teacher should build a series of numbers with students. The general process is: first, the teacher will name the number. Next, the child will count out the appropriate number of single straws. The student will then band together as many groups of ten as possible from the single straws. Finally, the teacher and students will write the number based on the number of tens and ones they see when looking at the straws. For example, the teacher could start with the number 13. The child should count out 13 straws. Then the child should band together 10 of the straws, leaving three left over. Finally, the teacher will ask the student to count the number of tens (1) and the number of ones (3), and will help the child write the appropriate number. Repeat this process with other numbers.

Recommended Participants

Ulysses Locsin
Trinity Abati
Shalanda Strejcek
Lizeth Debraga

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Language Arts > Reading > Fun with Synonyms

Fun with Synonyms

Reading Comprehension - Vocabulary Supportive Activity: Using a familiar nursery rhyme, ask students to replace words in the nursery rhyme with synonyms (the meaning of the nursery rhyme should not change with substitutions of words). For example, Mary had a small sheep, whose hair was pale as ice... Notes: Antonyms can be used for variation in this activity. For example, Mary had a massive sheep, whose fleece was black as coal...

Recommended Participants

Wilma Chambers
Craig Holly
Bobby Haffner

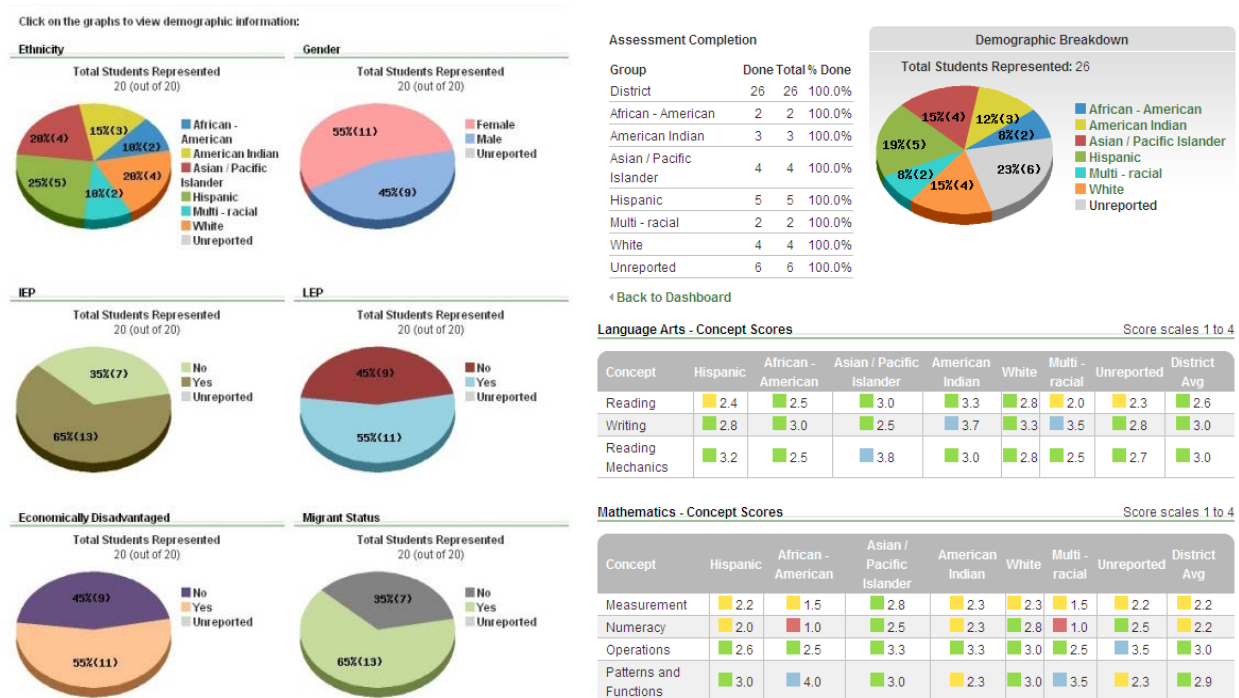
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Figure 9: Class Activities – Sample Activities. This screenshot shows one mathematics and one early literacy recommended activity from the class-wide activities list. A full list of supportive, challenging and enriching activities (along with a list of recommended participants for each one) is available to each teacher. A printable version of this report makes it easy to choose activities that will work well for the whole class and others that are more pertinent for smaller group instruction.

Administrator Reports (School & District level)

In addition to having the ability to drill down to class and individual student reports, school administrators and principals can view school-wide performance and progress through aggregate school-wide reports. District administrators and superintendents can likewise view cumulative data for the district before drilling deeper into the reports.

Administrative levels of reporting (the school and district level) are modeled very similarly, each with its own summary “Report Card” page that allows administrators to see performance at-a-glance and compare individual data to averages, a “Roll” (roster) page that can be sorted by performance in literacy and mathematics concepts and a progress page that graphically displays progress over time. Two additional types of reports are available in administrator-level accounts: (1) demographic views that facilitate the analysis of data by various subgroups and (2) assessment completion views that clarify which students still need to be assessed each season. Overall, the aim of the administrative reporting levels is to provide a comprehensive overview while retaining the option to drill down to greater levels of detail (and move back up) quickly and effectively.



Language Arts - Concept Scores Score scales 1 to 4

Concept	Hispanic	African - American	Asian / Pacific Islander	American Indian	White	Multi - racial	Unreported	District Avg
Reading	2.4	2.5	3.0	3.3	2.8	2.0	2.3	2.6
Writing	2.8	3.0	2.5	3.7	3.3	3.5	2.8	3.0
Reading Mechanics	3.2	2.5	3.8	3.0	2.8	2.5	2.7	3.0

Mathematics - Concept Scores Score scales 1 to 4

Concept	Hispanic	African - American	Asian / Pacific Islander	American Indian	White	Multi - racial	Unreported	District Avg
Measurement	2.2	1.5	2.8	2.3	2.3	1.5	2.2	2.2
Numeracy	2.0	1.0	2.5	2.3	2.8	1.0	2.5	2.2
Operations	2.6	2.5	3.3	3.3	3.0	2.5	3.5	3.0
Patterns and Functions	3.0	4.0	3.0	2.3	3.0	3.5	2.3	2.9

Figure 10: School/District Demographic Detail. This page provides a quick look at changes in various subgroups’ performance. The image on the left displays the proportion of students assessed within each subgroup. The image on the right appears when any of those subgroups are clicked, and displays a more detailed view of performance for that specific population. This data is valuable for federal tracking and helpful for allocating resources across various programs.

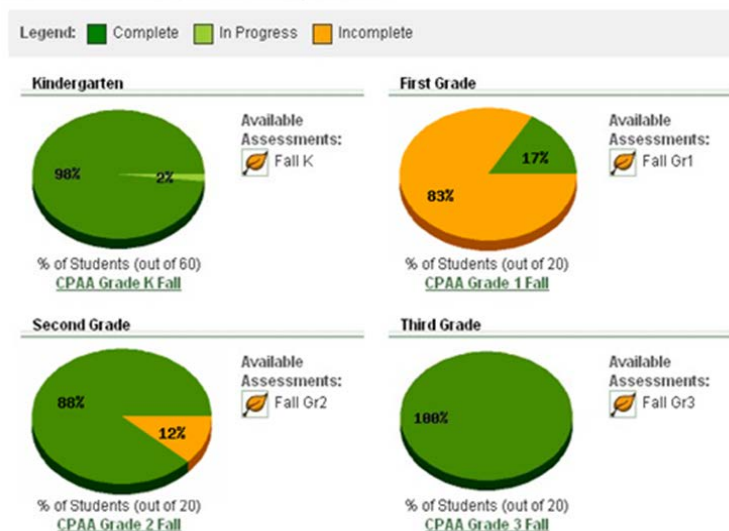


Figure 11: School/District Assessment Completion Detail. These charts demonstrate assessment completion by grade level. The percentage of complete, incomplete and partially complete assessments is displayed.

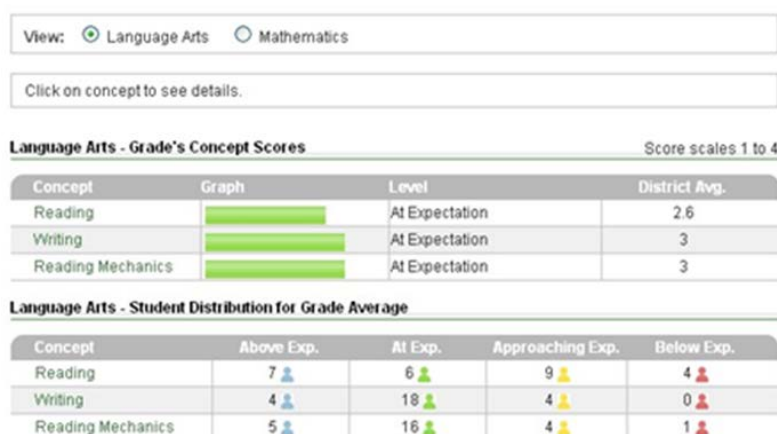


Figure 12: School/District Report Card Detail. This report displays a quick overview of overall performance in early literacy and mathematics concepts and the number of students who were above, at, approaching and below expectation in each concept.

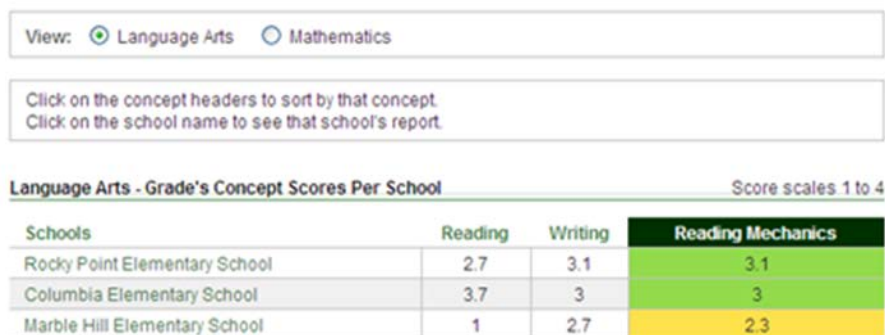


Figure 13: School/District Roll Detail. Classrooms, schools and districts can be sorted by performance in any early literacy and mathematics concept with a single click.

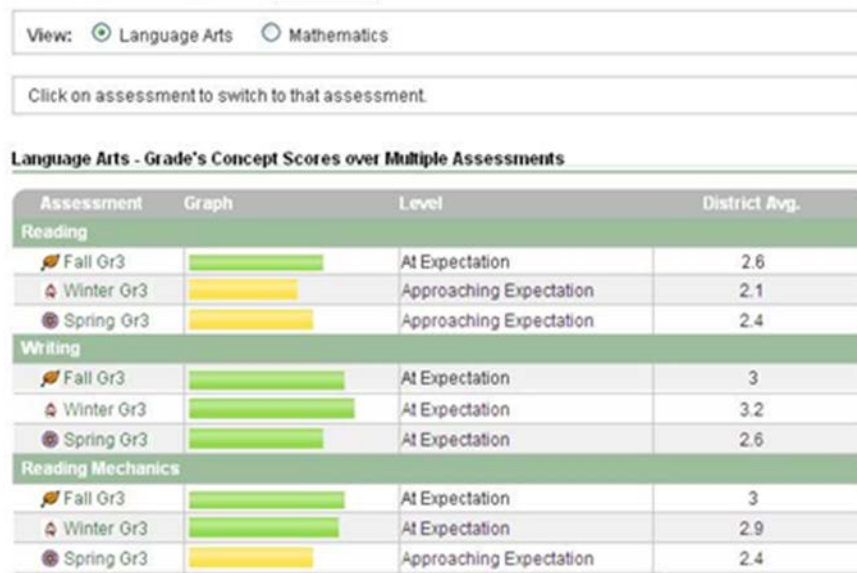


Figure 14: School/District Progress Detail. Administrators can use this page to monitor how classrooms, schools and districts have performed over time.

Drill-down & Roll-up Capabilities

There are several reporting levels in the CPAA (for the individual student, classroom, school, district, etc.). Each contains various types of reports (from summary snapshots to progress reports) and is accessible to teachers, administrators or both. Educators can use a simple drill-down menu on the side of their reports site to drill-down and roll-up through all of the layers available to them. For instance, to drill-down from district-level reporting to a student's individual report, using just this menu, a district administrator could 1) click to select a district from the list 2) then click to select a school 3) then click to select a teacher 4) click to select a student from the class list.

Figure 15 (right): Reporting Drill-Down Menu. This menu appears on the left hand side of the reporting site and allows teachers and administrator to quickly and easily drill down and roll up between the levels of reporting that are available to their account.

